



## OAKLANDS JUNIOR SCHOOL COVID PREMIUM RECOVERY STRATEGY 2020 – 2021

The government pledged £1 billion of funding to support children and young people following nationwide school closures and disruption to schooling due to the COVID-19 pandemic. Only key workers' and vulnerable children could attend school over a period of six months, whilst the vast majority of children were home-schooled with access to remote learning being provided. Nationally, schools were not able to return to full-time education until 1st September 2020. This funding includes a one-off universal £650 million catch-up premium for 2020-2021 academic year to begin to support schools with addressing any gaps in learning.

Alongside this, the government launched a £350 million National Tutoring Programme to provide additional, targeted support for children and young people who need the most help. Further information about the Catch-up Premium can be found here: <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

### FUNDING GRANT ALLOCATION

During the 2020-21, academic year, Oaklands Junior School received a total of £19,360, calculated on £80 per pupil. We were very fortunate, being part of Corvus Learning Trust, to also receive £3,300 additional funding from Wellington College to top up our provision for a Recovery Curriculum and additional learning.

FUNDING FOR 2020/2021	Per Pupil	Total for 2020-2021 (based on 242 pupils)
Grant Allocation	£80.00	£19,360
Additional funding from Wellington		£3,300
<b>Total</b>		<b>£22,660</b>

**The Educational Endowment Foundation (EEF)** has provided advice on how the funding could best be spent: <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/> CATCH-UP

Our provision is based on the EEF Tiered Model which covers Teaching, Targeted Academic Support and Wider Strategies.

### Priorities for Oaklands Junior School:

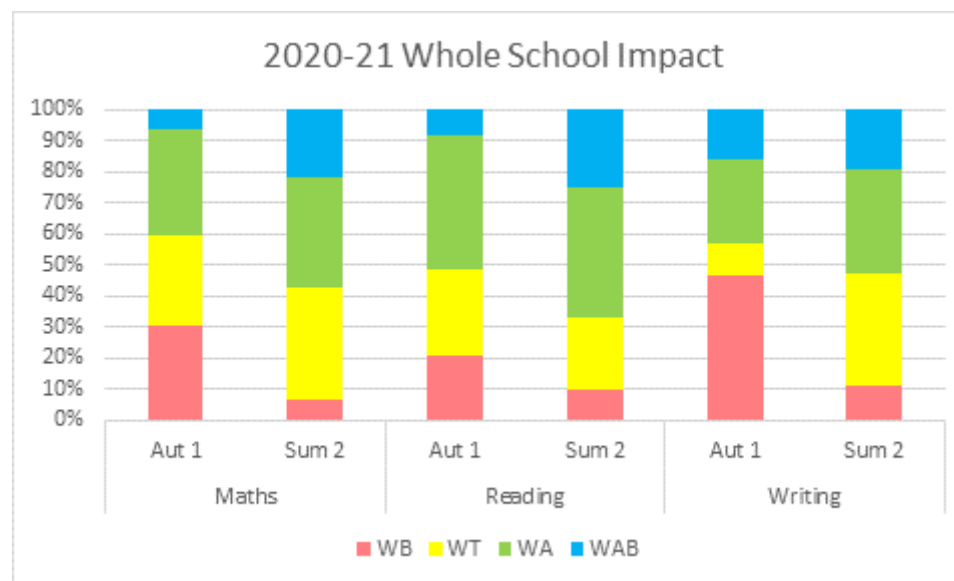
- **Mental Health and Wellbeing** – addressing any anxieties with children ready in a safe and secure place to learn
- **Recovery Curriculum** to include a strong focus on wellbeing, as well as social and emotional support
- **Learning Behaviours** and expectations for general behaviour revisited
- **Writing** – a return to basics to increase the art of physical writing following home learning with most work being typed
- **Maths** – begin with the basics to get children up to speed with calculation, times tables and application to problem solving
- **Quality First Teaching** provided by class teachers for small group work outside of normal lessons, to address any gaps in learning identified by our knowledge of the children and assessments for Reading, Writing, Maths or GPS.

<b>Focus</b>	<b>Cost</b>
<b>Individual, Group Work &amp; Support</b>	
Quality First Teaching – identified pupils taught in small groups by class teacher - focus on R/W/M or GPS	£1800
TA cover for further Quality First Teaching sessions	£1200
Educational Psychotherapist working with pupils & families	£4800
Lunchtime Supervisor - an extra lunchtime to support external play activities in class bubbles, plus physical and mental well-being. Pupils confined to designated areas of the field.	£12000
TAs supporting bubbles with an extra breaktime	£390
<b>Staff Training / Support</b>	
ICT technician time for TEAMS training, plus availability on calls to support online safety & any technical issues	£680
Computer Subject Leader released to develop our Remote Learning Policy, following staff & SLT meetings	£520
Educational Psychotherapist staff training	£160
Phonics & Guided Reading Training	£520
Mental Health Day for Teaching Staff	£500
<b>Resources</b>	
Ed Shed Literacy	£156
Nessy licences – disadvantaged pupils prioritised	£500
Explore reading analysis	£600
SEND i-Pads – disadvantaged pupils prioritised	£3,700
<b>Total Cost</b>	<b>£27,526</b>

## Impact of Funding 2020-21

### Whole School Progression in Reading Writing & Maths

We are very pleased with the progress that has been made in Reading and Maths to address any gaps in learning across the whole school and although progress has been made in Writing, we will be focusing on this as a priority in 2021-22 to make even greater progress. Pupils' Writing suffered when schools had to close, as there was not the same impact of teaching as would have been covered in school; pupils also submitted work electronically via Teams Assignments, so did not have the physical writing aspects that would have been practised daily in school. This is definitely a priority for our Quality First Teaching and funding in 2021-22.



Key:

WB (Working Below expectations)

WT (Working Towards expectations)

WA (Working At expectations)

WAB (Working Above expectations)